

## ACKNOWLEDGEMENT

**Bismillahirrahmanirrahim,**

**Assalamu'alaikum wr. Wb**

In the end of Allah SWT, the most gracious and the most merciful, Praise the researcher give to Allah SWT who has bestowed His grace and affection so that the researcher can finish this graduating paper. Sholawat are always presented to the lord of the Prophet Muhammad SAW who has led his people in the right way and brought human beings from the darkness into the brightness as we behold today. The researcher would like to express her big thanks for her dearest parents, who had given prayer, strength, motivation and their loves as long as time during her academic process.

This thesis is written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. The title of this thesis is *“Strategies In Reducing Anxiety among EFL Pre-service Teachers of IAIN Kediri During Internship Program.”*

This graduation paper will not be completed without the support and guidance of individuals and institutions. Therefore, researcher would like to express special thanks to”

1. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic Institute (IAIN) of Kediri.
2. Dr. Hj. Munifah, M.Pd., as the Dean of Faculty of Education, State Islamic Institute (IAIN) of Kediri.

3. Dr. Ary Setya Budi Ningrum, M.Pd., as the Head of English Education Department, State Islamic Institute (IAIN) of Kediri.
4. Dr. Mukhammad Abdullah, M.Ag. And Mrs. Dewi Nur Suci, as my respectable advisors, for all guidance, knowledge, support, suggestion, time, spirit, and patience.
5. All lectures of IAIN Kediri, especially those English Department for their valuable thought, knowledge and English teaching for my study during Academic year at IAIN Kediri.
6. For all my friends of IAIN Kediri, we have been through a lot of obstacle to finish this thesis. I hope it will useful soon.

The researcher realized that this research was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who wants to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, April 1<sup>st</sup> 2022

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## ABSTRACT

**Nabella, 2022**, Strategies In Reducing Anxiety Among Pre-service Teachers of IAIN Kediri During Internship Program., English Department, Faculty of Education at IAIN Kediri, Advisor: Dr. Mukhammad Abdullah, M.Ag., Dewi Nur Suci, S.S, M.Pd.

**Keywords:** *anxiety, pre-service teacher, teaching practice, internship program*

Teaching practice is an activity that must be carried out by the pre-service teacher, without the readiness to face real teaching activities, pre-service teachers have a high probability of experiencing anxiety in teaching because they are still language learnerd. Although several researchers have investigated the anxiety of pre-service teachers, in previous studies only a few have discussed the strategies used to reduce the anxiety during internship program. The aim of this study is to investigate the strategies to reduce anxiety among pre-service teachers in the internship program.

This research uses quantitative and qualitative methods. The quantitative data was collected from a questionnaire using the Foreign Language Teaching Anxiety Scale (FLTAS) consisting of 27 items adopted by DeVellis (2016). The researcher used a Likert scale questionnaire to determine the preservice teacher's level of anxiety and the causes of anxiety. The qualitative data used interviews containing five questions to determine the strategies used to reduce anxiety.

The results showed that the level of anxiety experienced by pre-service teachers a relatively low level of anxiety in general. Some preservice teachers have high levels of anxiety cause of teaching inexperience in the highest percentage (38.66%) in the scale “sometimes”, self-perception of language proficiency in the percentage (29.71%) in the scale “sometimes” and (20.56%) in the scale “often”, and fear of negative evaluation (26.66%) pre service teachers “sometimes” feel anxious, (23.33%) often anxious, and (12.23%) always anxious. There are five strategies for dealing with anxiety, such as personal, professional, social, and institutional coping strategies. Knowing the causes of anxiety and coping strategies can be one way to help reduce teaching anxiety levels of pre-service teachers.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides background on foreign language anxiety as well. Problem statement. In addition, it provides information on the research question, the importance of the study, and definitions of key terms in foreign language anxiety.

#### **A. Background of the Study**

Teaching practice is very important for education students because this program is a preparation for prospective teachers to enter the world of the education profession through a series of teaching exercises that include the introduction of practical knowledge about the teaching and learning process including the preparation of lesson plans. As students who have an educational background are expected to be able to teach professionally, therefore they must undergo an internship program. According to Hamalik (2009, p.171) that internship program is a series of activities programmed for educational students which include both teaching and non-teaching training. In this internship program, they are also trained to become teachers who have good scientific and pedagogical competencies by considering the diversity of student abilities, socio-cultural backgrounds, and other factors that affect the success of the teaching and learning process in the classroom. Therefore, teaching practice is one of the last and



most important stages that education students must go through in the preparation program to become a teacher.

The teaching profession is a tough profession because teachers are required to have broad scientific competence and proven pedagogics. A research result reports that foreign language teachers are very vulnerable to stress caused by inadequate language competence (Mousavi: 2007; 34). This situation is also very likely to happen to prospective student teachers, most of whom have just become real teachers. Of course, as a student who has no teaching experience at all by doing internships, it is possible that there will be anxiety during teaching practice, especially in the early days of teaching. This is supported by research by Singhasiri (2009) which found that first-grade teachers could not express and explain material naturally because they experienced anxiety in front of the class so students had difficulty capturing learning. In other words, the anxiety hinders the learning process and communication between teachers and students.

The concept of anxiety has attracted much attention in language education because it has played an important role and has an undeniable effect on the teaching and learning process (Han & Aybirdi, 2017). Anxiety in this specific sense is feeling nervous or worried about something that is currently happening or may happen in the future (Cambridge, 2012). In the field of education, anxiety usually occurs during the teaching and learning process, this anxiety can affect the quality of the teaching and learning process, meaning that the teacher's anxiety level

affects the learning process in the classroom, this is supported by the statement of Randall and Thornton (2001) which shows that anxiety can be a strong positive for the teacher if it is on the right scale. However, if it is not managed properly it will interfere with the learning process so that it runs ineffectively. As mentioned in previous research that there are several situations that trigger anxiety during teaching practice, Lindqvist et al. (2017) observe that this situation occurs because prospective student teachers are afraid when asked in class and then afraid when they are trapped in negative situations and cannot reduce their anxiety. In addition, there are four categories related to anxiety while teaching such as anxiety from prospective teachers, anxiety in class, the anxiety of supervisor evaluation, and anxiety of teaching (Lestari, 2017).

Teaching anxiety usually arises when foreign language teachers are faced with classroom conditions that actually require preparation in teaching in class (Gardner & Leak, 1994). This can happen maybe because the teacher experiences a lot of demands to be able to run the class well and optimally. Anxiety about teaching in foreign language classes is one of the common things experienced by foreign language teachers, In foreign language classes (FLTA) where the teacher's emotional state can be observed before, during, and after class and is caused by fear, one's motivation, and perception (Aydin, 2016). Meanwhile, class anxiety for foreign language teachers includes how to manage the class, then anxiety related to students is the fear of English language skills, and anxiety

related to supervisors is anxiety about receiving negative responses or evaluations (Azmi, 2012; Machida, 2016). Furthermore, when a foreign language teacher has fairly good foreign language skills, they may not necessarily be able to overcome their anxiety or fear problems in class even they may still experience fear and stress during class because this profession has high difficulties as they are expected. to teach language. a foreign language that is not their primary language (e.g., Merç, 2011; Yoon, 2012).

Anxiety about foreign language teaching is not only experienced by teachers but also foreign language teacher students who take practical courses in their final year of college can also experience negative impacts from FLTA such as during internship program classes. The anxiety of student teachers when practicing teaching is an urgent matter that must be watched out for because it will affect their teaching process later when they become teachers. Teaching is a planned activity that involves activities before teaching while teaching, and after teaching (Boadu, 2014). With the demands on each activity, prospective student teachers can experience anxiety. This of course affects both the process and the results of every activity carried out by us. Both the process and the outcome are bad, depending on how a person responds to his anxiety. So with these problems and phenomena, it is important to know the anxiety factors experienced by English teacher students and how to overcome them because it will affect their appearance when carrying out teaching

practices, especially in teaching English. So, this is important to know the causes and the strategies to reduce anxiety that's why this study takes the title **“STRATEGIES IN REDUCING ANXIETY AMONG PRE-SERVICE TEACHERS OF IAIN KEDIRI DURING INTERNSHIP PROGRAM”**

### **B. Research Questions**

This study aims to determine student anxiety in the first appearance of 8th semester EFL students at IAIN Kediri. In particular, this study tries to find answers to the following questions:

1. What is the level of anxiety felt by pre-service English teachers during internship program?
2. What are the causes of pre-service teachers' anxiety during internship program?
3. What are the pre-service teachers' strategies to reduce the anxiety during internship program?

### **C. Objectives of the Research**

In accordance with the research problems stated above, the objectives of this study are as follows:

1. To find out the level of anxiety of pre-service English teachers in the internship program?

2. To find out the causes of pre-service teachers' anxiety during internship program?

3. To find out strategies for reducing anxiety problems of pre-service teachers' during internship program?

#### **D. Research Scope and Limitation**

This study will focus on three things, the first is to determine the level of anxiety experienced by English teacher students in the 8th semester of IAIN Kediri in the internship program. The second focus of this research is to find out the factors that cause pre-service teacher anxiety and finally to find out how pre-service teachers overcome anxiety in the pre-service teacher internship program.

#### **E. Significance of the Study**

This research is expected to provide a solution to the process of learning foreign languages to overcome the anxiety problems of students in the internship program. This research can not only help students in determining strategies to overcome speaking anxiety but also help lecturers to find out what sources can make students anxious when teaching English in class.

#### **F. Definition of Key Terms**

To get a clear understanding of this research, the author presents the definitions of key terms as follows:

a) Internship program: According to Kilic in Barnawi & Arifin (2016, p. 16), The internship program is a method used in teacher education and other teaching and learning environments. In the internship program, a group of prospective teachers practices to master basic teaching skills, practice teaching activities, and discuss problems found. The internship program aims to train and provide direct experience to students as a provision to develop the necessary competencies so that students are expected to be able to apply various intellectual skills and professional attitudes (Hamruni, 2009).

b) Anxiety in Teaching English: Hewitt (2011) defines anxiety as “an abnormal and excessive feeling of fear and dread that is often characterized by physiological signs (such as sweating, tension, and an increased pulse), by doubts about the reality and nature of the threat, and by self-doubt about one's ability to cope”

c) Pre-service Teacher: Based on (Bransford, Darling-Hammond, & LePage, 2005) student-teacher education programs focus on preparing and shaping graduates into professional teachers who possess pedagogical practice skills that will serve to meet the increasing demands associated with high standards. applies to the teaching profession.

